

SUPPORTING STUDENTS RESILIENCY IN TRAUMA SENSITIVE SCHOOLS

Community of Practice on School Behavioral Health

September 11th, 2015

Location: Living Planet Aquarium

Time: 8:00AM to 4:00PM

Free—Registration Link: <https://pd.spedsis.com> Course # 202

Keynote: Jim Sporleder

Jim Sporleder, Principal of Lincoln High School (retired), has gained national attention as an example of implementing trauma-informed practices within a school setting. Lincoln High School built their framework around caring adult relationships with specific strategies on how to work with students that live with toxic stress and carry the burden of ACEs in their lives. During the first year of implementation, Lincoln experienced an 85% reduction in out of school suspension days.

Documentary Film: Paper Tigers — <http://papertigersmovie.com>

Director & Producer— James Redford

Executive Producer— Karen Pritzker

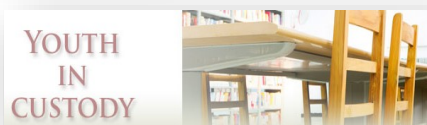


Effective Behavioral Supports & Discipline

- Helps students feel a sense of connection (Belonging and significance).
- Is mutually respectful and encouraging (Kind and firm at the same time.).
- Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.
- Teaches important social and life skills.
- Invites students to discover how capable they are.

Questions Contact: Carol.Anderson@schools.utah.gov

The critical prerequisite for normal survival is that at least once in their lives, mistreated children come into contact with a person who understands that the environment, not the child, is at fault. This enlightened witness teaches the child that he or she is worthy of kindness. This lesson is the basis for resilience.
--Alice Miller



Healthy Youth Make Better Students and Better Students Make Healthy Communities

Presentations Focus:

Social & Emotional Learning

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

<http://www.casel.org>